

The relationship between coaches leadership styles with athlete's competitive anxiety in the volleyball of medical sciences universities

¹Zahra Rohani, ²Hamid Janani, ¹Hossein Talebian nia

1. Department of Physical Education, East Azarbayjan Research and Science branch, Islamic Azad University, Tabriz, Iran
2. Department of Physical Education, Tabriz branch, Islamic Azad University, Tabriz, Iran

Abstract: The main aim of the research is to study the relationship between coaches leadership styles with boy athletes' competitive anxiety participated in the super league of volley ball in the country medicine sciences in 2011. The statistical community of the study is consisted of the whole participants including 12 teams (144 players and 12 coaches) which the sampling is done as total-counting method. The research tool includes a questionnaire of leadership scale at sport (LSS), Chelladurai (1980) and Martins (1990) competitive anxiety questionnaire (SCAT). To analysis the related data, Spearman correlation coefficient was used and Mann-Whitney U test was also applied for comparing the styles from players and coaches comments after Levine test (for variance homogeneity); the comparison of other styles has used Spearman correlation coefficient and t independent test; and also, for evaluating the data, SPSS Software 19 was efficiently applied in this regard. The results indicated that cognitive-competitive anxiety has a positive and powerful relationship with other leadership styles but it does not have the relationship with practice and education leadership styles, democratic and social support; the comparison of coaches leadership styles showed that these coaches apply educational leadership style more than democratic pattern in terms of players views; also, they believe that educational leadership acts better than other styles in this regard. In addition, the related comparison among the athletes showed that there is a positive significantly difference between practice and education and democratic styles; in summary, the effect of leadership style and coaches behavior on athletes competitive anxiety and the importance of applying leadership styles by coaches is more felt in this regard.

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1. Introduction:

Coaching has been attracted an especial attention in the field of sport psychology. These coaches are the basic coordination axes of a team and they can make a team's fundamental progression of a team in three terms of coach, spectacular and athlete; hence, coaching has an effective role in different ways (1). When an institute or an organization becomes success in a sport event, the most often honor gets to that coach and vice versa. Leadership as a trait is subjected to a series of features where people make their own penetration successfully in this regard (2). Martens in the book of coaches manual in the field of sport psychology says that coaching is a different occupation in compare to other professions in a community an what expects from a coach is that they can deliver suitable and well-behaved people and athletes to a society; this profession is full of expectations requiring different skills in this case (3). In order to optimize the championship sport performance and availability in fixing and achieving sport skills particularly in two decades, coaches and sport researchers have strongly paid attention to the psychological factors of sport

(4). Anxiety is subjected to an excitement mood along with fury, annoyance and panic which is brought physical motivation as well; sport competitiveness anxiety reflect an athlete's feelings based on the fact that it may have cause to a mistake leading to failure in this case; social factors are the most important cases in relation to competitive anxiety at sport. The continues pressure from parents expectations, coaches and teammates can lead to produce this kind of anxiety in athletes (5); the effective factors on the performance and success of a team can be summoned in three variables of leadership styles along with coaching as following: coaching, team and players; these factors directly impact on the performance of teams and athletes (6). In the field of coaches leadership styles in sport teams, Chelladurai (1990) gave a multi dimension leadership in terms of sport. These can be related to five styles of education and practice, social support, democracy, imperative and positive feedback; the education and practice behavior is a recovery of players through educating these techniques; democratic behavior is subjected to the participation of athletes in decision making process and

determination of group targets and accessibility methods; imperative behavior is called those moods that a coach never lets players decide on the targets and purposes. In social support, a coach struggles to satisfy bilateral and personal needs of athletes and finally, positive feedback lets a coach praise an athlete because of his or her struggles positively in a team (7). Sport successful teams usually have sophisticated features being distinguished than other teams in this regard and that is related to management and effective leadership (8). If the leadership style is suitable with athletes and teams, the coach can apply the high potential capacity for teams and clubs overcoming the internal and external variables making a team successful in this case (9). In many researches, there have been different leadership styles in the field of sport; for example, Moradi (2004), Hosseini Keshtan (2007), Khouran et al (2008), Jebel Ameli (2009). Mostahfezian (2009), Ronaieen (2004), Ramazaninezhad et al (2010), Nazarauldin and Martinz (2010) showed that coaches are interested in applying the education and practice behavior than imperative mood; in the other hand, Abolghasemi et al (2006), Arianpour and Abolghasemi (2007), Pighouzi (2008), Behzadi and Moradi (2011) in their studies indicated that competitive anxiety leads to decrease an athlete performance (16-21). In relation to coaches leadership styles with other variables, there have been carried out many researches; Hosseinin Keshtan (2007) evaluated the relationship between coaches leadership style and team cohesion in Iranian premier league; the results of the research showed that there is a positive significant relationship between task based cohesion and social cohesion with leadership behaviors of education and practice, democracy, social support and positive feedback but the imperative behavior showed negative relationship in this regard (9). Jebel Ameli (2009) in a study pointed to the evaluation of relationship between coaches leadership and athlete's satisfaction. The results indicated that these coaches have used the education and practice, positive feedback, social support, democratic and imperative behaviors, respectively. Also, there is a positive significant relationship between sensed behaviors of education and practice, positive feedback, social support and democracy with athlete satisfaction but the imperative behavior never showed any significant relationship in this case (12). Ramazaninezhad (2009) in a research on Iranian premier volley ball league studied the effect of coaches and group dynamic and reported that the coaches behavior and group dynamic affect each other (1). Martinz (2010) in a study on 222 students experimented the relationship between grouped efficacy, grouped cohesion and positive behavior of

coaches in a period and after ending up the course, the findings showed that there is a positive significant relationship between three factors of these students (15). Also, Mottaghi (2011) in his study points to the fact that there is a significant relationship between coaches' anxiety with the anxiety and performance of football players; and the competitive anxiety has a deep relationship in achieving the movement skills in tournament conditions in compare to psychiatric factors increasing the anxiety of coaches and players and finally decreasing the performance of players and athletes in this regard (19). Therefore, the establishment of an unsuitable coaching style makes players to get into competitive anxiety but the most favorite styles or patterns can make them ready to compete at any conditions of tournaments efficiently; there have been carried out many different researches in relation to leadership at sport field but there is no found about its relationship with competitive anxiety; the recognition of effective factors on psychiatric circumstances and physical issues in coaching and training sport skills particularly in professional athletes can be determinant factors of success at these sportsmen (2). According to this result, the main question can be this what kind of leadership styles can be effective on the male volleyballs athletes of medicine sciences college in the country? And is there any relationship between the coaches' leadership styles and athlete's competitive anxiety in the country?

2. Materials and Methods:

The present study is of correlation-descriptive method which has been achieved as field based pattern; the statistical community is consisted of the whole coaches and athletes of medicine sciences volley ball super league in 2012; according to the small volume of the statistical community, the whole statistical community is considered as the statistical sample (156 people including 144 athletes and 12 coaches) who participated in the present study and the sampling method was a total-counting pattern in this regard.

2.1. Measuring tool:

In this research three questionnaires were used for collecting the related data. Personal questionnaire which is designed by the researcher includes age, education, playing background and coaching antecedent. The questionnaire of leadership at sport (Chelladurai and Saleh, 1980) in the framework of 40 questions assesses the education and practice, imperativeness, democracy, social support and positive feedback. The responds have been valued based on likert five values scale: never (0), rarely (1), sometimes (2), often (3), and always (4).the

questionnaire of competitive anxiety at sport is used for measuring the anxiety of athletes during competence which has been applied by Martins (1990). This questionnaire includes 15 questions which in fact 10 statements is being scored and 5 other ones are fake; these statements are being replied in a three dots appendix as following: rarely (1), sometimes (2), and often (3) and total scores is measured from 10 to 30; in relation to scoring the related questionnaire, the method is done as the way that in the questionnaire of leadership style, the mean scores is carried out in each leadership styles in Likert 5 value scale and then, the mean scores of each team has been calculated; that is, the mean of the whole players get summoned together and divided by the number of people to calculate the leadership style of that team as well. In relation to competitive anxiety at sport, the mean scores of each player is being determined in relation to cognitive-competitive anxiety and physical competitive anxiety with likert 3 value scale and then, the mean scores of each team is specified at both terms of cognitive competitive and physical competitive anxiety.

2.2. Data collection method:

In order to collect the related data, first the participated universities in the volley ball super league were determined. They were asked to respond the attached questions in the research questionnaire accurately. The distribution time of the questionnaires was similar together at every team. After finishing the first course of the matches, these questionnaire were distributed among the community; in this research, the descriptive-inferential statistics was used for data analysis but for the analysis of the findings, the non-parametric test (spearman and Mann- Whitney U test) was applied and for other variables, the parametric test (Pearson correlation and t independent test) was devoted. The whole hypotheses of the research were analyzed at $p < 0.05$ level.

3. Results

In this study, 144 athletes (volleyball) ranging from 22.71 \pm 2.56 and playing background 6.10 \pm 3.03 and 12 coaches ranging from 43.12 \pm 8.16 and caching background 16.66 \pm 6.48 were participated in the related research. The results showed that coaches are interested in applying education and practice leadership style in terms of athlete's comments (2.30 \pm 1.10) and they little pretend to use democratic style (1.71 \pm 0.93) in this case. Also, coaches in relation to leadership style believe that the education and practice style is more felt (3.49 \pm 0.33) than imperative style (2.33 \pm 0.89).

Table 1: the mean and deviation of competitive anxiety scores at athletes

Variable	Mean deviation	Max	Min
Total anxiety	18.20 \pm 3.10	27	12
Physical anxiety	9.85 \pm 0.396	3	1.20
Cognitive anxiety	8.35 \pm 0.504	2.80	1

According to table 2, the results show that the mean score of physical anxiety is more than cognitive anxiety in sportsmen; also, the competitive anxiety score of athletes shows that the degree of competitive anxiety of athletes had moderate level of competitive anxiety. (If the mean is lower than 17: little anxiety- mean between 17-24: moderate anxiety and above 24: severe anxiety).

Table 2: the results of normalization evaluation in distributing the scores of coaches' leadership styles in terms of athlete's perspective

Variable	Kolmogorov-Smirnov test	Sig
Education and practice leadership style	2.01	0.001
Democratic style	0.93	0.34
Imperative style	1.21	0.05
Social support style	0.89	0.40
Positive feedback style	1.54	0.01

Kolmogorov-Smirnov test was used for the determination of variables distribution normalization; according to table 2, the variables of education and practice and positive feedback had non-normalization distribution in athletes ($p < 0.05$) and as a result, the non-parametric tests were applied in analyzing and evaluation. (Spearman correlation coefficient was used for t and Mann- whitney U test). And for other variables with normal distribution, the parametric statistics was used efficiently. The results of normal distribution of coaches' leadership styles in coaches' perspective and competitive anxiety scores in athletes' perspective showed that the whole given variables had normal distribution ($p > 0.05$) and the parametric statistics can be used for their evaluation and analysis in this case.

Table 3: the relationship between education leadership styles variables and positive feedback of coaches and physical and cognitive anxiety

Coaches leadership style	Physical anxiety	Cognitive anxiety
Education and practice	$R_s = 0.069$ $P = 0.428$	$R_s = 0.413$ $P = 0.158$
Positive feedback	$R_s = 0.050$ $P = 0.552$	$R_s = 0.209$ $P = 0.012$

P= Pearson Correlation Coefficient

R_s = Spearman Correlation Coefficient

According to table 3, there is no significant relationship between education and practice and anxiety and cognitive competitiveness and physical

competitiveness and also positive feedback with physical competitiveness anxiety but there is a positive significant relationship between positive feedback and cognitive competitiveness; that is, any increase of positive feedback leads to increase coaches cognitive competitiveness anxiety in boy volleyballs athletes in medicine sciences college team.

Table 4: the relationship between leadership styles of democratic, imperative and social support with physical and cognitive anxiety

Coaches leadership styles	Physical anxiety	Cognitive anxiety
Democratic	$R_s=0.070$ $P=0.406$	$R_s=0.125$ $P=0.069$
Imperative	$R_s=0.091$ $P=0.280$	$R_s=0.216$ $P=0.009$
Social support	$R_s=0.005$ $P=0.957$	$R_s=0.131$ $P=0.117$

P = Pearson Correlation Coefficient

R_s = Spearman Correlation Coefficient

According to table 3, there is no a significant relationship between the leadership styles of democracy and social support with physical and cognitive anxiety and also, imperative with physical

competitiveness but imperative leadership style of coaches has positive relationship with athlete's cognitive competitiveness anxiety; in other words, any increase in imperative leadership style of coaches the cognitive competitiveness of male volley ball athletes get higher in this regard. According to the point that education and practice and positive feedback leadership styles had non-normal distribution ($p<0.05$), as a result, mann-whitney U and t independent tests were used for comparing the styles of leadership in terms of athletes and coaches perspective; but before applying the independent t test, the homogeneity of both groups (athletes and coaches) was evaluated by the use of Levine test.

Table 5: Levine test for variance homogeneity of coaches leadership styles

Leadership styles	Df	P
Imperative	1.865	0.174
Democratic	2.183	0.142
Social support	1.981	0.161

After doing the test, according to table 4, $p>0.05$; hence, to compare the leadership styles (democratic, imperative and social support), the variance homogeneity of two communities were considered equal together.

Table 6: comparison of education and practice style score and positive feedback in both groups of athletes and coaches

Leadership styles	Group	First Q	Second Q	Third Q	U	p
Education and practice	Players	1.46	2.69	3.23	188.00	<0.001
	Coaches	3.32	3.53	3.69		
Positive feedback	Players	1.60	2.20	2.80	495.50	0.014
	Coaches	2.53	2.90	3.30		

According to table 5 and emphasis on significance level ($p<0.001$) which is smaller than 0.05 and in relation to positive feedback and its significance (0.014) smaller than 0.05, it can be concluded that the education and practice leadership style and positive feedback, there is a significant difference; that is, the perspective of athletes is lower than their coaches in terms of applying education and practice as well as positive feedback.

Table 7: comparison of leadership styles score in both groups of athletes and coaches

Leadership styles	Group	Mean	Deviation	T	p
Democratic	Players	1.71	0.93	3.24	0.001
	Coaches	2.61	0.65		
Imperative	Players	2.00	1.13	0.972	0.33
	Coaches	2.33	0.89		
Social support	Players	1.72	0.90	4.08	<0.001
	Coaches	2.81	0.62		

According to table 7 and emphasis on significance level ($p<0.001$) which is smaller than 0.05 it can be concluded that the democratic and social support leadership styles has a significant difference in both groups; that is, the perspective of players is little than their coaches in this regard and

in relation to imperative leadership style with sig level 0.33 which is smaller than 0.05, it can be concluded that imperative leadership style does not have significant difference in both related groups; that is, the perspective of athletes in terms of imperative leadership style is the same their coaches.

4. Discussion and conclusion:

The results of the present study showed that coaches are very interested in applying education and practice leadership style; hence, the coaches of country's medicine sciences volleyball team have strongly emphasized on the skills, techniques and approaches and achieving frequent practices. In relation to other leadership styles, no any extra differences found. This finding is coincidence with researches of Moradi (2004), Hosseini Keshtan (2007), Khouran et al (2010), Mostahfezian (2009), Ramazaninezhad et al (2010), Nazarauldin (2009) and Martinz (2010) which showed that coaches are interested in using education and practice leadership style. (7-15). It should be noted that education and practice leadership style is a little similar to task based leadership style and it is a combination of education and practice and imperative leadership styles together. (7). Of course these researches have been done in professional level. Therefore, it can be anticipated that according to the nature of sport dynamics, education and practice style is very common in the sport fields and most coaches try on it as well. In relation to other leadership styles, no any considerable difference observed in this case showing the fact that coaches pay eagerly attention to social issues and welfare and courage of players in this regard. Also, the results indicated that there is no significant relationship between coaches leadership styles and physical anxiety ($p>0.05$), but there is a significant relationship between imperative and positive feedback with cognitive anxiety ($p<0.05$). The results of Abolghasemi et al (2006), Arianpour and Abolghasemi (2007), Zamani and Moradi (2009), Mottaghi et al (2011), Pighouzi (2008), Behzadi et al (2011), Esfahani et al (2011) showed that competitive anxiety of players and coaches cause to decrease the performance of athletes in this regard (16, 22). In positive feedback leadership style, the coach appreciates the best performance of athletes which may lead to the emergence of negative thoughts of athletes and as a consequence, it increases the cognitive competitive anxiety in athletes. In fact, the level of athlete's expectations and the related targets are the most essential stressful factors in this regard. In other words, fear of failure, feeling meritless, fear of losing playing control and psycho pressure and finally decreasing their function in this case. It can be stated that a close relationship and intimacy can recover a safe atmosphere to these athletes mitigating their panics in this case. However, any stressful setting and relentless feedbacks can make athletes less attention to their feelings during tournaments destructing their concentration in this case as well. (19). In imperative leadership style, a coach never interfere with players decision making process and

players must listen to their coach's orders as well; since social factors are the most crucial agents in cognitive anxiety, the most continues pressure of coaches and the lack of athlete's participation in decision making can increase the anxiety of these athletes and as a result, the performance of that person gets down. Generally, what we can understand from the results of the present study is that coach's behavior and leadership styles are affective in athletes function in sport field. Although there is no found significant relationship between leadership styles and physical anxiety but there can be recalled about the importance of significant relationship between coaching and cognitive anxiety factors; hence, it can be concluded that to continue the successes of athletes, coaches should be aware of their athlete's requirements and needs as well as physical and psychiatric circumstances in this regard. It is better for ant coaches to recognize accurate selection of athletes before achieving leadership style and then, they should also care of decreasing their athlete's anxiety status as well according to movement skills; also, the mitigation of anxiety issues is a vital and imperative case for each coach in terms of sport psychology. A coach should be overcome his or her temper so that the conditions of a tournament get into that coaches' hand easily. The whole coaches must plan accurate programs to profit it at their athletes and teams and prohibit talking any stressful statements and to be able to supplement their plans easily and efficiently.

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